

Paper Title: 3-Dimensional Pedagogy: A New Professionalism in Educational Contexts

by Dorothy Andrews and Lindy Abawi, University of Southern Queensland

Abstract

This paper provides evidence of a new teacher professionalism whereby teachers, acting as collaborative individuals working together, are the key to effectively meeting the needs of diverse student cohorts. Drawing on data from Australian school contexts and the work of researchers from the Leadership Research International team, new professional images of teachers' work have emerged as the result of a whole school improvement process - the Innovative Designs for Enhancing Achievements in Schools (IDEAS) Process. Such processes facilitate collective engagement enabling teachers to refine and share individual strengths, as well as build capacity in areas of challenge. This reimagining of teachers is related to the concept of three dimensional pedagogy where teachers weave personal pedagogical beliefs and authoritative pedagogical frameworks with schoolwide pedagogical principles. Schoolwide pedagogical principles, clearly aligned with the school's vision for a preferred future, are derived by staff as a sign of their collective commitment to contextualised high yield teaching and learning practices. The focus is on meeting the needs of 'our students' in 'our context' while being sensitive to systemic direction. Teachers lead the process of developing SWP, working with it, refining it and embedding principles into shared pedagogical action. What emerges is the concept of micro-pedagogical deepening, a process of critiquing and defining contextualised practice. Such practices, led by the new teacher professional, are not only changing the professional image of teachers but the look, feel and sound of educational workplaces.

Introduction

Whole school improvement processes such as those used in the Innovative Designs for Enhancing Achievements in Schools (IDEAS) Project facilitate collective engagement enabling teachers to refine and share individual strengths as well as build capacity in areas of challenge. This type of collaborative individualism is changing the look, feel and sound of educational workplaces in many Australian schools. A three dimensional pedagogy is evolving where teachers weave personal pedagogical beliefs and authoritative pedagogical frameworks with schoolwide pedagogical principles (SWP). These schoolwide pedagogical principles are derived by staff as a sign of their collective commitment to contextualised high yield teaching and learning practices. The focus is on meeting the needs of 'our students' in 'our context'. The schoolwide pedagogical framework is clearly aligned to a school's vision for the future.

Within the school there is a sense of energy and commitment to shared school goals linked to the supporting of students and enabling them to reach their full potential regardless of their diverse learning strengths and challenges. Celebration and support are a part of daily practice. The micro-critiquing of practice through rigorous professional discussions targeted on specific areas of need, as identified through data analysis and the sharing of anecdotal records, is regular and accepted as vital to improving student outcomes. A strong professional learning community or communities thrive.

At the leadership level there is acknowledgement of teachers as professionals, teacher leaders making and actioning sound decisions. Principals build the capacity of their staff to lead processes for improvement. Teacher leadership is valued and consciously built by Principals. The resulting teacher autonomy and agency translates into teachers being prepared to take risks and try new pedagogical approaches in order to enhance learning outcomes. Teachers willingly seek and engage in further learning and freely share what works and what does not work for them. Pedagogical practices are constantly refined and SWP principles revisited.

This paper provides evidence of this new professionalism and how school leaders and teachers demonstrate micro-pedagogical deepening in action. The concept of micro-pedagogical deepening emerged from research conducted by the Leadership Research International team into pedagogical development, the critiquing of contextualised practice and the defining of shared approaches to practice. Practice which might appear in many forms – from shared language around literacy teaching, assessment and moderation; broadly used tools such as higher order thinking strategies; comprehensive discipline knowledge; commonly accepted editing practices and symbolism; down to the shared language of behaviour management processes and expectations. Teachers demonstrating this new professionalism find their work meaningful at a deep and professional level, both as individuals and as team members.

The School Improvement process

The research schools reported in this paper have all engaged with a unique school improvement initiative, the Innovative Designs for Enhancing Achievements in Schools (IDEAS) Project. This project has been in place for 17 years, having commenced in 1997 as a joint initiative of Education Queensland and the Leadership Research Institute, University of Southern Queensland. Since its inception, IDEAS has been implemented in schools throughout Australia as well as schools in Singapore and Sicily. Periodic evaluations (Andrews & USQ-LRI Research Team, 2009; Crowther, Andrews, & Conway, 2013; Ng & Chew, 2008; Robson, Lock, & Pilkington, 2009) attest to its widespread success at the school level, but also across clusters and systems.

The essential meaning of the five key dimensions of IDEAS, although undergoing

refinement during the course of IDEAS history, have remained largely intact. Hargreaves and Shirley (2009) in their book, *The Fourth Way*, described a new way of thinking about school improvement, one that they claim is suited to both 21st century democracy and professionalism. It is this *Way* that Hargreaves drew on when he described the IDEAS Project as a:

... fourth way change strategy that established a firm framework to enable educators to support and challenge themselves and each other in achieving higher purpose for the good of all students, especially the most disadvantaged – involving those very students and their communities in the change process itself. (Hargreaves, in Crowther & Associates, 2011, p. xv)

The first dimension of IDEAS is grounded in a worldview that schools are largely very positive institutions, that teaching is the 21st century “profession of hope” (Wrigley, 2003) and that teachers’ professional learning should be based on the fundamental principle of ‘success breeds success’. The IDEAS vision captures this broad ethos and is stated as follows:

To inspire schools to engage in journeys of self-discovery which will ensure that they achieve sustainable excellence in teaching and learning.

Consistent with this statement, IDEAS-based school visions invariably focus on aspirational outcomes, for example, *Success in any field; Dream, Believe, Become; Sharing our forest of opportunities*. These visions provide purpose and focus on aspirational, shared target for improvement.

A second dimension of IDEAS is the focus on process (*ideas*) as outlined in Table 1. This five stage strategy is designed to enable school-based educators to develop, and implement, whole school understandings of vision, values, schoolwide pedagogy and pedagogical expertness. This process is a knowledge creation process, resulting in the creation of meaning systems incorporating symbols, images, metaphors and frameworks. These become embedded in the school’s culture, professional learning processes and student learning experiences through processes of schoolwide professional learning, facilitated by special forms of distributed (parallel) leadership. The ongoing review and critical reflection of practice ensures adaptability to changing community needs.

TABLE 1: *ideas* PROCESS

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| <ul style="list-style-type: none"> • <i>initiating</i> a revitalisation process that “will work for us” managed by an IDEAS team • <i>discovering</i> school “alignment” through diagnosis of workplace successes and challenges • <i>envisioning</i> our preferred “school of the future”- vision and schoolwide pedagogy • <i>actioning</i> of pedagogical decisions in classrooms, through teacher leadership • <i>sustaining</i> progress through induction, ongoing programs and systems alignment |
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(Adapted from Andrews & USQ-LRI Research Team, 2009, p. 17)

The third dimension of IDEAS is the emerging organisational construct of alignment or coherence (harmony). Research (Barki & Pinsonneault, 2005; Garvin, 1998; Hopkins & Stern, 1996; Peters & Waterman, 1982) has established that when the core structural characteristics of an organisation are aligned in philosophy and practice, and when there is cognitive alignment (harmony) in the mindsets of key organisational players (Jeyaraj, 2011), then the capacity to improve is heightened. Day, Leithwood and Sammons (2008) have recently asserted that “A key strategy in ... endeavours ... to improve the cultures of teaching, learning and achievement ... is the alignment of structures and cultures with ‘vision’ and ‘direction’....” (p. 84). In IDEAS the organisational framework is represented as the Research-Based Framework for School Alignment (Figure 1).

RESEARCH-BASED FRAMEWORK FOR ORGANISATIONAL ALIGNMENT

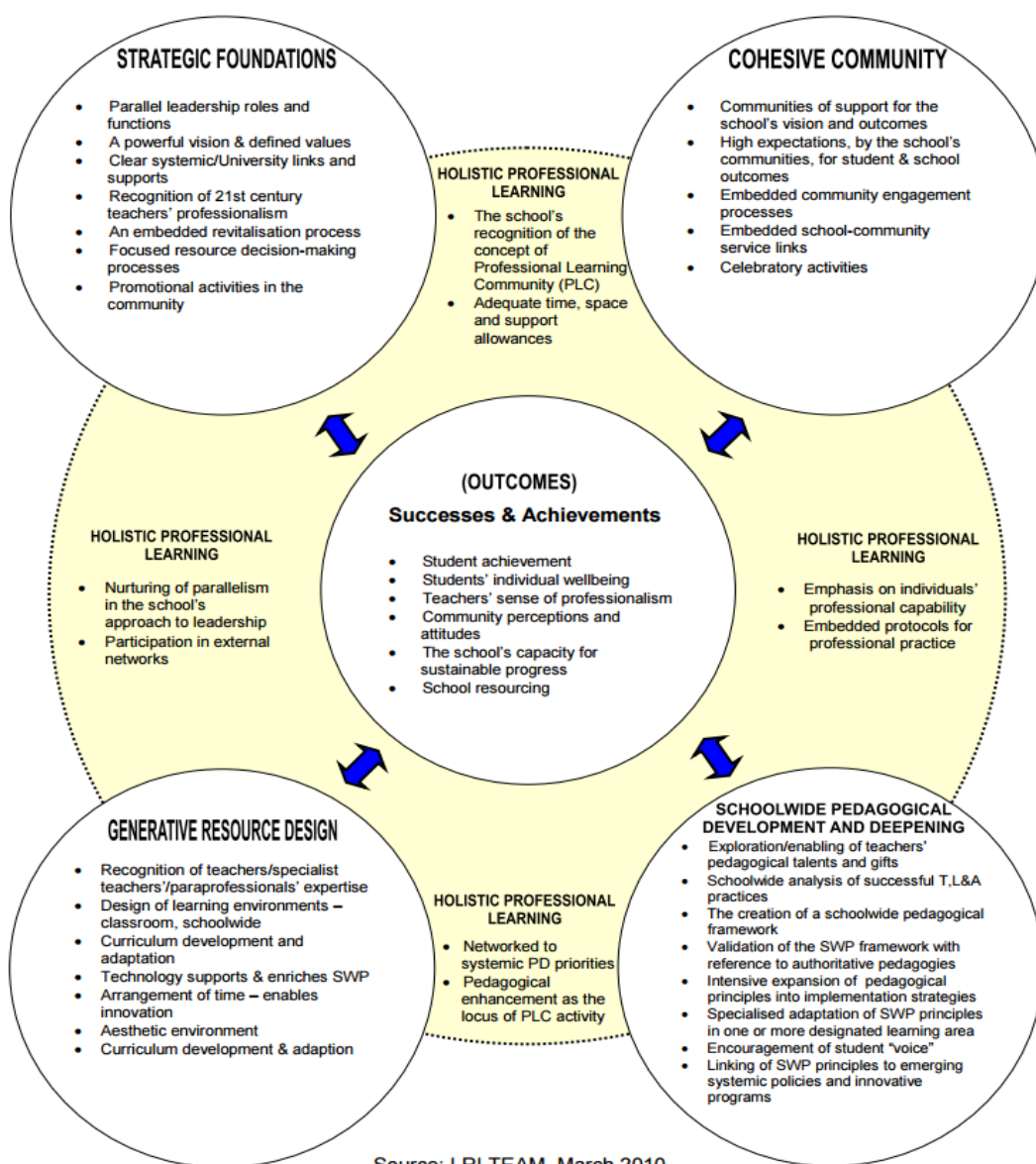


Figure 1: Research-Based Framework for Enhancing Organisational Coherence (RBF) Parallel leadership – the fourth dimension of IDEAS – is conceptualised in the IDEAS Project and associated international publications as:

a process whereby teacher leaders and their principals engage in collective action for purposes of schoolwide development and revitalisation. It embodies three distinct qualities – mutual trust, shared purpose, and allowance for individual expression. (Andrews & Crowther, 2002; Crowther, Ferguson, & Hann, 2009)

This leadership construct acknowledges the professionalism of teachers and acknowledges the importance of teacher-principal relatedness to enhanced school outcomes. Harris (in Bush, Bell & Middlewood, 2010, p. 62) asserts that “Meeting the needs of the twenty-first century schooling will require greater leadership capability

and capacity within the system than ever before” which aligns with Hargreaves and Shirley’s (2009) assertion that distributed leadership is a Fourth Way construct because it is “...grounded in and advances a compelling moral purpose.... builds capacity and develops leadership succession in a dynamic and integrated strategy of change” (p.97).

Principals’ leadership functions in the parallel leadership construct are conceptualised as ‘metastrategic’ and are outlined in Table 2.

TABLE 2: THE FIVE METASTRATEGIC FUNCTIONS OF THE PRINCIPAL IN SCHOOL IMPROVEMENT

<p>Function One: Envisioning inspiring futures and transposing futuristic values into a creative school vision</p> <p>Function Two: Developing the five strategic “elements” of highly successful organisations and creating heightened alignment between them</p> <p>Function Three: Nurturing teacher leadership and developing school-based parallel leadership relationships between principals and teacher leaders</p> <p>Function Four: Constructing and managing synergistic alliances through within-school and system work groups</p> <p>Function Five: Refining the school’s cultural imagery and core constructs to emphasise a distinctive and proud educational identity</p>	(Adapted from Crowther et al., 2009)
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Teachers’ functions in parallel leadership reflect (Table 3) emphasis on pedagogical enhancement, particularly schoolwide pedagogical development and expert practitionership. Such a leadership construct provides for and in fact relies on new teacher professionalism.

TABLE 3: TEACHERS AS LEADERS FRAMEWORK (SUMMARISED)

<p>Teacher leaders . . .</p> <ul style="list-style-type: none">• Convey convictions about a better world• Facilitate communities of learning• Strive for pedagogical excellence• Confront barriers in the school's culture and structures• Translate ideas into sustainable systems of action• Nurture a culture of success <p>(Crowther & Associates, 2011, p. 178)</p>

The fifth dimension, pedagogy, takes on a new and distinctive form in the IDEAS Project. The work of the 21st century professional teacher is conceptualised in the IDEAS Project as 'three-dimensional', and as encompassing the integration of personal pedagogy (PP), schoolwide pedagogy (SWP) and authoritative pedagogy (AP). Referred to as 3-D.P, it represents an emerging image of new professionalism – a new philosophical world of teacher professionalism - neopedagogical – that is, a world where teaching enhances the lives of children through the creation of new knowledge, the assertion of sustainable values, and the development of futures-orientated capabilities. Neopedagogy derives from the power of teachers' collective engagement in processes of holistic school development and the realisation in their workplaces of their talents and gifts as individual professionals (Andrews & Crowther, 2006 pp. 547-548).

In generating the first dimension – the concept of SWP – the IDEAS Project team drew primarily on the research of University of Wisconsin-Madison researchers, Fred Newmann and Associates (1996), who developed the notion of 'authentic pedagogy' out of research conclusions that student achievement is heightened when teachers develop a common pedagogical philosophy and support each other in their schoolwide practices through intensive shared professional learning. In IDEAS, we acknowledge the contextual nature of a school's approach to pedagogy and the importance of a clearly articulated, shared and purposeful pedagogical framework that is created by the professional learning community (Hord, 1997; Stoll & Seashore Louis, 2007) that provides them with a framework (SWP) used to achieve their agreed purpose (Vision). Therefore SWP represents a school's expression of its priority teaching, learning and assessment principles and its purpose is to promote and stimulate professional conversations that make meaningful links between the school vision and individual and collective practices; and authoritative external pedagogical priorities. It enables ongoing interrogation and deepening of understanding of teaching, learning and decision making (Crowther, Andrews, & Conway, 2013). The SWP framework created consists of pedagogical principles, that is, statements of teaching, learning and assessment practices that provide guidance to classroom practice.

The second dimension of 3-D.P – Personal Pedagogy. Of utmost importance in the

IDEAS Project is that teaching is portrayed as a key 21st century profession that demands special gifts and talents:

Teaching draws on a multiplicity of cognitive, affective and interpersonal elements. To appreciate fully the challenge of teaching excellence, we have to bear in mind not only the extraordinary diversity of these elements but also the many different ways that teachers can draw on them to construct teaching behaviour. (Hegarty, 2000, p. 451)

And essentially teaching requires a moral stance; the classroom is an arena where teachers' personal and professional beliefs and values - the ways they engage in the constant moment-to-moment, day-to-day negotiations, the appropriateness and meaningfulness of solutions reached to solve immediate contextualised problems, the what and how we teach, and how we treat children - are on public display. (Buzelli & Johnston, 2002)

The exploration of Personal Pedagogy in the professional work of IDEAS teachers has been informed by a number of well-known studies (Clandinin & Connelly, 1995; Elbaz, 1983; Marland & Osborne, 1990; Palmer, 1998, 2007; van Manen, 2002) that have explored the action of teachers in classrooms and developed frameworks for thinking about teaching as an individual and personalised enterprise.

The third aspect of 3-D.P – Authoritative Pedagogy (AP) – represents pedagogical theories and practices such as constructivism, metacognition, behaviourism, critical theory, social inquiry, problem-based learning and Montessori which are presented in IDEAS as authoritative exemplars that school staffs might use to assess the validity and integrity of their pedagogical work. But equally important are highly credible contemporary pedagogical theories such as brain theory, multiple intelligences, emotional intelligence, Habits of Mind and choice theory. AP recognises teachers' eclectic pedagogical theories that inform their practice, and as such will inform 3D.P.

Background Literature

Parker Palmer (2007) explored the notion of a “new professional” indicating:

The notion of a “new professional” revives the root meaning of the word [someone who makes a “profession of faith” in the midst of a disheartening world]. This person can say, “In the midst of the powerful force-field of institutional life, where so much conspires to compromise the core values of my work, I have found firm ground on which to stand—the ground of personal and professional identity and integrity—and from which I can call myself, my colleagues, and my profession back to our true mission.” (n.p.)

The image of IDEAS teachers resonates with this new professionalism, and concurs with Eklund (2009, p. 26) who states that “teaching is one of those rare jobs whereby on any given day you can literally change someone’s life”. Currently, much has been

written about teacher professionalism, especially considering that the focus in the school improvement literature is teacher quality (Johnston, 2015; Stoll, 2009) and the importance of professional capital (Fullan & Hargreaves, 2015). Some have questioned if the move towards teacher standards and teacher quality has undermined the sense of professional self (Day & Smethem, 2009), however whilst Sachs (2014) has reservations about the imposition of government initiated reforms, “most [teachers] remain in schools, sustaining their commitments to those they teach and their passion for learning” (Day & Smethem, 2009, p.154).

Some time ago, Crowther (1994) outlined the characteristics of meaningful work for the vocation of teaching. These characteristics included authentic human activity; productive outcomes; social relatedness; political expression; and work enables participants to shape their vocational practices. Further, Chalofsky (2003) has asserted that the following are essential for work in the 21st century:

- Knowing one’s purpose in life and how one’s work fits that purpose;
- Having autonomy, empowerment, and a sense of control over one’s work environment; and
- Having a balance of work self and personal self.

Sachs (2014, pp. 14-15) captures this image as the “mature teaching professional”, one that is multi-dimensional, balancing personal autonomy and accountability, as well as producers and consumers of knowledge and practitioners who are committed to professional learning and improvement – empowered and confident professional who have a professional voice.

Important in the construct of a teacher professional in today’s workplace is that of a collaborative individual (Limerick, Cunnington, & Crowther, 2002), individuals who have a strong sense of self-worth, are autonomous, proactive, creative, collaborative and mature professionals. Essentially they are highly accountable professionals, who engage in social learning as well as individual learning (Hargreaves & Fullan, 2012). These individuals openly work in professional learning communities (PLCs) as conceptualised by Louis, Marks and Kruse (1996) and Shirley Hord (1997) and subsequently by King and Newman (1999), Bryk, Camburn and Louis (1999), Andrews and Lewis (2002), Hargreaves (2003), and Bolam et al. (2005). All have provided evidence that enhanced student achievement can occur when teachers explore practice as a schoolwide, shared experience and learn collaboratively.

City et al. (2009, p. 3) indicate:

repeatedly, district and school practitioners tell us that one of the greatest barriers to school improvement is the lack of an agreed-upon definition of what high quality instruction looks like ... a set of protocols and processes for observing, analysing, discussing, and understanding instruction that can be used to improve student learning

However, developing PLCs is not enough, as Hargreaves, A. (2008, p. 184) indicates:

Schools were spectacularly successful in improving in the short term, but few had begun to engage in long term improvement processes. Dialogue about deep transformations in teaching were largely yet to occur.

Micro-Pedagogical Deepening

Therefore, whilst schools develop a contextual, pedagogical framework to enable the sharing of practice that works across the school, the framework is just that, an organisational construct – an artefact (Schein, 2004). It is only once teachers individually and collectively begin to work with the framework that it has relevance in their practice. This process we conceptualise as Micro-Pedagogical Deepening is a construct of capacity building (Crowther & Associates, 2011, p. 98) defined as:

Micro (depth) -Pedagogical (Teaching and Learning) Deepening (rich meaning and significance in teachers' work) happens in schools when teachers engage in three forms of pedagogical inquiry and application:

1. Personal reflection on, and nurturing of, their gifts and talents in relation to their teaching
2. Conceptual development of the school's pedagogical principles
3. Streamlining of individual and schoolwide strategies for teaching, learning, and assessment to accommodate students' needs as 21st century learners.

Micro-pedagogical deepening views teacher quality as developing and enhancing expertness related to three characteristics: deep individual teachers' knowledge and skills; rigorous reflection-on-practices; and specialised (contextualised) skill/capability. Garmston (1998) asserts that classroom experts have an in-depth knowledge of what to teach; understand complex pedagogical strategies; engage with a diverse range of students; have a deep understanding of self and constructively engage within PLCs. Leech and Moon (2008, pp. 28-29) indicate that professional expertise is reflected in the concept of meaningful pedagogy, that , "acknowledges teachers as intellectuals, requires teachers to be researchers of their own practice, and is a complex interplay between theory and practice". Palmer (1998, p. 2) asserts that expertness is about "knowing myself"; van Manen (2002, p. 30) refers to good teaching as "mindfulness", that is an understanding of self and students. Hattie (2003, p. 15) proposes three dimensions of expertise: challenge, deep representation and monitoring and feedback.

Hence, much is known about expert pedagogy, however, from our experience, the opportunity and acknowledgment of expertness and professional practice of teachers has minimal application across systems and schools. Many teachers have the potential to be expert practitioners but often fail to appreciate that possibility or are

not provided that opportunity. Expertness should be viewed as not only an individual but as a whole school function because teacher confidence lays at the heart of growth and learning. It is our claim that, the nature of teaching in today's schools as reflected conceptually as three-dimensional pedagogy, needs to be embraced and developed. That teachers be provided with a whole school goal that facilitates the pursuit of high expectations and grandiose aspirations in both teaching and learning and enables a continuous search for personal gifts and specialised expertise (Crowther & Associates, 2011, pp 96-97).

Leadership for Micro-pedagogical Deepening

Our research outcomes reported elsewhere (Crowther & Associates, 2011; Crowther, Andrews & Conway 2013) have established that teacher leadership has been a major component of leadership for the enhancement of teachers' work and student achievement. The following elements related to teacher leadership include: clear moral purpose; facilitation of communities of learning; developing pedagogical excellence; confronting barriers in school culture and structure; translating ideas into sustainable systems of action and cultivating a success culture. Teacher Leaders provide a motivational, organisational, intellectual and mentoring function. They must work in unison with the principal, as the principal needs to facilitate, resource and support their work. This mutualistic relationship we call parallel leadership. Leadership for micro-pedagogical deepening requires trust and belief in both teacher professionalism and teacher leadership (Crowther & Associates, 2011). In summary then, leadership for enhancing the quality of teaching and learning and sustain the capacity for improvement, requires three qualities:

Strategic – mobilising professional learning experiences that enable serious critique

Educative (advocacy) – an honest search for personal values, gifts and talents in personal and school-wide practices

Intellectual quality – refining original school based knowledge (adapted from Crowther & Associates, 2011).

Critical to this deepening process is the development of organisational culture that has explicit statements about the purpose or image and intent of school practices as well, authentic practices become embedded in a school's organisational culture (Schein, 1992, 2004).

Methodology

The methodology used for the research has been Qualitative Case Study mapped back from defined outcomes reflected in school and system data (Student achievement, well-being and teacher/community satisfaction). The backward mapping process (unfolding matrix) had been drawn and adapted from Padilla et al. (1996). Where participants provide evidence of school success and through in

school documents and dialogue with insiders, the processes that enabled the successes are “unfolded”. Schools studied were taken from the overall group and written up as sample Case Studies.

In study one, there were 23 state schools that had worked with the IDEAS school improvement process for more than three years. School Success was defined as: Enhanced school outcomes in agreed priority goal areas, based on documented evidence of those outcomes and teachers’ expressed confidence in their schools capacity to extend and sustain the outcomes in the future (Andrews & USQ-LRI Research Team, 2009).

The data included School opinion survey data and school Well-Being and Climate data; and improvement in Literacy data (Education System data).

Study 2 conducted in a Private Education system used a similar process however as systemic quantitative literacy and numeracy data were available, a more in-depth analysis of this data as outcomes was possible. Each of the schools in the study has been engaged with the school improvement process for four years. Figure 2 outlines the process used for this study as well as the number of participating schools and the defining data for selection of the in-depth case studies.

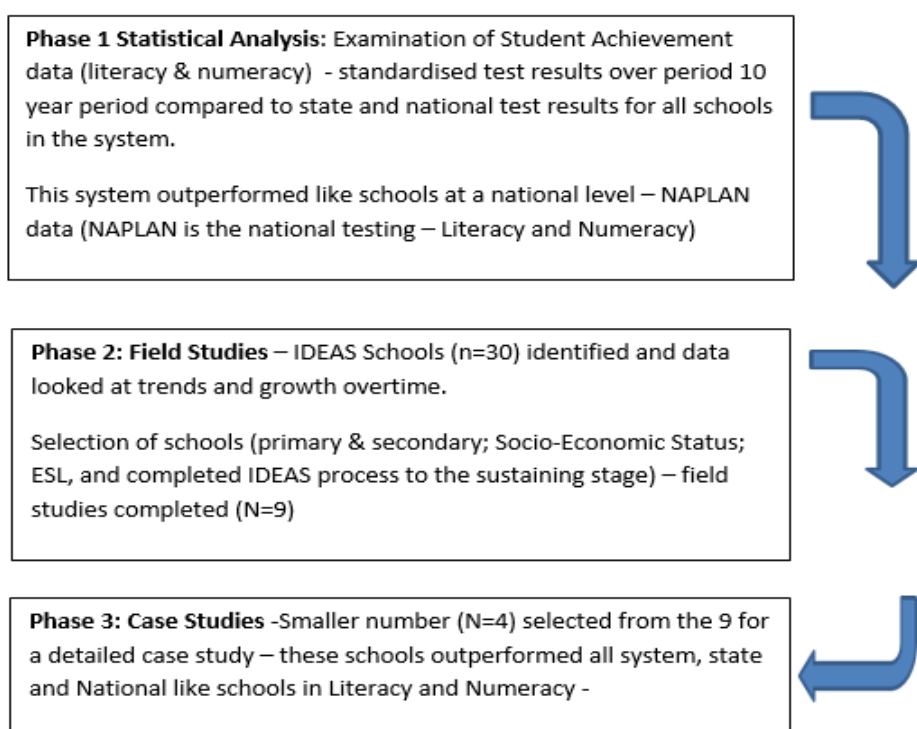


Figure 2: Research Phases

The Cases presented in this paper have been drawn from the two longitudinal studies. Overall outcomes from each study have been reported elsewhere (Andrews & USQ-LRI Research Team, 2009; Crowther & Associates, 2011; Crowther et al., 2013; Crowther, Andrews, Morgan, & O'Neill, 2012).

Findings

A review of the data from the two case study examples illustrates a number of 3-D.P elements which can be clearly linked back to The Teacher as Leaders Framework (Crowther, Ferguson & Hann, 2009), such as the need for teachers to:

- articulate personal values and beliefs in order to 'strive for authenticity' in their teaching, learning and assessment practices by seeking deep understanding of tacit teaching and learning processes (*personal pedagogical* beliefs); and,
- create learning experiences out of student need and encouraging a shared contextualised approach to teaching, learning and assessment practices (*schoolwide pedagogical* approaches).

Neopedagogical practice emerges when these elements become inextricably fused with *authoritative pedagogical understandings* from multiple sources: past experiences; individual educational pathways; systemic directions rolled out as regional professional development opportunities; context-specific professional development; discipline specific knowledges; and expert knowledge acquired in pursuit of individual strengths, talents or challenges.

The cases capture the essence of the new professionalism as described earlier in the paper, highlighting the practices of confident, creative and innovative professionals making a significant difference in the learning outcomes of students within their care, through the action of micro-pedagogical deepening.

The data

Extracts from two case studies within the larger research data bank are used to illustrate 3-Dimensional Pedagogy in action. Both are junior schools and data had shown significant growth in learning outcomes (see previous reports). Both, however, are from widely differing contexts. The first is a state school, Greenfield Elementary School, in Victoria, situated in a socio-economically disadvantaged suburb (over 80% of parents received government funded educational maintenance allowances) on the outskirts of Melbourne and characterised by third generation unemployment and large numbers of recent immigrants. The second is a Catholic school, St. Monica's Primary, within one of Sydney's western suburbs in the state of New South Wales, with a large % of students from diverse cultural backgrounds and varied home languages.

Both case study schools have inspirational visions developed in partnership with their school community as a whole. Each vision was then articulated as a schoolwide pedagogical framework that underpinned practice, reflection, planning and improvement. Teacher commitment to vision and the schoolwide pedagogical framework can be clearly seen embedded into thinking processes and expressions of teacher-self and school identity.

Within the textbox framed data extracts (Figures 3 and 4) are illustrations of the various elements that make up the essence of our understanding of 3-D.P: personal commitment; collective commitment to improving student outcomes; the contextualised nature of conversations; reflections and actions; teachers leading pedagogical conversations; ongoing professional learning targeted to need; the valuing of partnerships and networks that enhance learning outcomes; shared meaning making; clear moral positioning; value-adding to the whole; rigorous investigation of practice informed by data and reflection; removing barriers that impede student learning; conscious selection of high yield teaching strategies; pride in personal and collective success; and pride in unique school identity.

Running throughout each school's story is a strong sense of a unique and vibrant school culture developed by teachers and leaders not afraid to make contextualised decisions justified by data (both qualitative and quantitative) and actioned through collaboration, respect and support.

Commitment to School Vision and Pedagogical Framework

Greenfield Elementary School's Vision of *Learning Together to Build a Bright Future* reflects the desire to focus on future possibilities. The Principal carefully chose a 'teacher leader' to lead pedagogical conversations to capture successful Greenfield teaching and learning practices. A teaching framework evolved (Figure 3) and was articulated as a set of teaching principles: including, collaborate, connect, build and reflect. Once the shared framework was in place teacher interview transcripts captured the powerful and frequently used words '*we are all on the same page now*'.

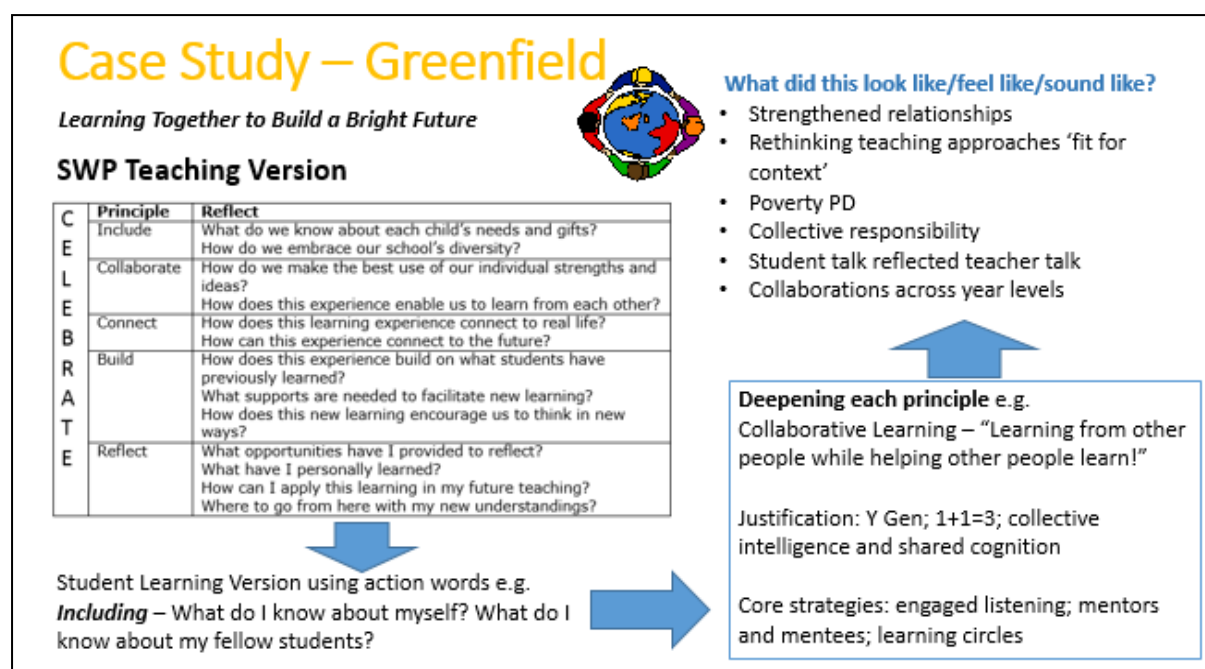


Figure 3 Greenfield Elementary School's Vision and Schoolwide Pedagogy

After the first year of working with the teaching framework, staff undertook a review of their practice in light of the Research-Based Framework, and current literacy and numeracy data. Discussions revolved around the learning undertaken and how students living in poverty need to be able to develop a 'can do' attitude. It was therefore collectively decided that students needed to be empowered to understand learning processes and to take personal responsibility for their own learning and the learning of others. The words of the SWP were turned into action words and a set of student questions were developed as a learning framework for students.

As a further step in the micro-pedagogical processing the learning framework was described in more detail with examples of what this might look like in the classroom. Wording was purposefully simple and before long students were unconsciously echoing back various aspects of the school's SWP to help explain what they had learned and where they needed to head next. A renewed focus and energy on 'what matters in our context' emerged and professional collaboration and teacher commitment to on-going personal learning evolved.

Illustrations

*Our Vision is a focus for our pedagogy. "Learning Together" means we need to create a supportive and team environment. **Walls have been opened up** and team teaching and learning is a focus. We need to "Build" knowledge - work from where students are at and provide meaningful learning experiences to improve outcomes. It is so important for our kids to have a "Bright Future". It is a **collective responsibility**, and we need to follow paths and **access PD that will assist our understandings and build skills**. The **PD we have done recently with Ruby Payne to understand poverty** and what that means for our kids and families has been really an eye-opener for many of us.* (Teacher leader)

*At 3.15 ...students are part of a community. So **we had to ask questions of ourselves**. What is it that we are teaching them about participating in a community? What interest are we showing in their achievements or involvements outside of school?...We're better at this now! **Kids share their excitements and we celebrate success**.* (Teacher 1)

*Where once issues of pedagogy were shunned during staff lunch breaks or in before or after school chats, such **conversations and debates are now often heard** in the staff room.* (Teacher 2)

Teachers were able to clearly articulate what they were doing and why, whilst at the same time relating this back to their SWP, personal beliefs and informed practices. Central to this change in culture was the depth in the professional conversations that were taking place on a regular basis, both formally (timetabled reflection time) and informally (staffroom, playground and lunchtime chats).

The picture at St. Monica's was similar. St Monica's vision *From this hill we will soar* was inspired by the words of the last Mercy Sister to be Principal at the school. Vision and schoolwide pedagogy development lay at the heart of the teacher's expression of a unique identity, future aspirations and '*what matters in our context*'.

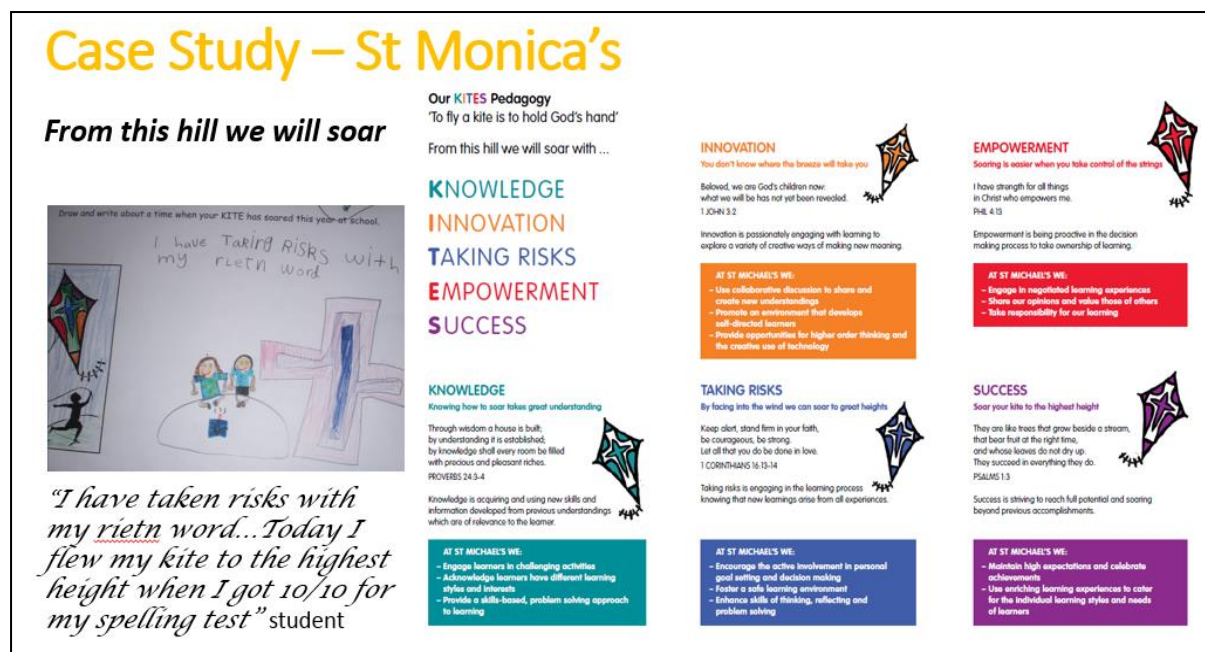


Figure 4 St Monica's Vision and Schoolwide Pedagogical Framework

Being a Catholic school, each of the expanded understandings of schoolwide pedagogical principles were illustrated by links to Bible passages. Principal leadership empowered teachers to play lead roles within the IDEAS school improvement process – providing support and building capacity where needed. It is the manner in which teachers grasped these opportunities, internalised reflective practice, and then expressed their shared commitment to SWP to improve personal and collective practices that is indicative of 3-D.P-in-action.

Illustration

KITES pedagogy just seemed meant to be and we love it! It was funny how it evolved 'cos in all the visioning we were talking about innovation, taking risks, and empowerment. Then success was an important one and we were like 'well knowledge is obviously important' and then it all sort of came together. One teacher noted we could spell kites with these...and voila! **Before IDEAS**

Data from both schools exemplify the concept of micro-pedagogical deepening in action. The synthesised dimensions of the 3-D.P professional are reflected within professional conversations and the everyday 'language-in-use'

(Abawi, 2012) seen and heard across each school.

Implicit understandings are consciously made explicit in order to be shared and critiqued. The use of the Research-Based Framework as a diagnostic tool within the IDEAS Process was used to inform an on-going cycle of data gathering and reflection and became part of the 'way we do things around here' in each context. In turn this created a metalanguage of action (Abawi, 2012) unique to context and an essential part of Schein's (2004) underpinning 'norms and assumptions' of individual teacher practice and the foundation of each school culture.

It is the constant use of 'we' within transcripts from teacher interviews that demonstrates how teachers see themselves, not only as individuals, but as parts of an integrated whole committed to improving holistic outcomes for students – social, emotional and cognitive growth.

Illustrations from Greenfield Elementary

Our data academically is driving us** too because we want to improve. All the data is shared through to us at staff meetings. We sit here and the Powerpoint goes up. Previously we were not shown data warts and all. Now we dissect it and take responsibility for it. **Our kid's data is our responsibility! (Teacher 2)

***My little Somali boy did not relate to the books in the classroom.** There was nothing for him to **make connections** with. He did not know what a beach was for example. I asked others and rounded up a few different books until **I found one with monkeys in.** He knew about the monkeys that lived at the Somali temple near his old home. He started making connections – **now he reads anything** and everything. (Teacher 3)*

*The way we dealt with kids in the past just wasn't working: **there had to be other ways.** We never related rules to society or betterment for them or their families and others. Now kids talk about what's important in the world beyond the school grounds. The kids now give **consequences for actions that don't fit with our values or beliefs** – they are way tougher than the teachers are. (Teacher 4)*

***Students began to talk about their learning, their engagement increased** and they showed more responsibility both personal and communal. They nominate peers for awards - **Sitting on the class throne and wearing a crown** is one way of celebration. (Teacher 2) **The conversations throughout the day reflected our purpose for being teachers,** instead of focusing on our day to day survival. (Teacher 3)*

3–D.P-in-action

The words in bold demonstrate shared and personal practice whilst also demonstrating the level of deep pedagogical thinking underpinning such practices. It is this level of action on reflection that is indicative of the type of double-loop learning

(Argyris & Schön, 1996) required to trigger significant and lasting changes in practice and thus improve student outcomes.

Previous wording in bold along with additional examples from the case studies data have been collated (Table 4) to demonstrate the shared characteristics of the new professional at work. Table 4 illustrates a picture of the new teacher professional who believes they can add value and make a difference in children's lives and have a renewed sense of energy and commitment to their profession. These teachers are leaders in the classroom and the staffroom. Significant emphasis is placed on the benefits of context-specific professional learning and professional conversations. The shared language and meaning making system created provide evidence of what 3-D.P looks like, feels like and sounds like in the classroom and across each school as a whole.

TABLE 4: Extracts illustrating 3-D.P characteristics

3-D.P. link	Greenfield teacher extracts	St. Monica teacher extracts
personal commitment	<ul style="list-style-type: none"> run ideas and opinions past the lens of our vision, values and...goals access PD that will assist our understandings and build skills 	<ul style="list-style-type: none"> a lot of the things I learnt married beautifully with what the KITES are about here
collective commitment	<ul style="list-style-type: none"> collective responsibility our kid's data is our responsibility 	<ul style="list-style-type: none"> Pedagogical deepening has to really come after...vision and ... principles of practice and you share understandings about these. We really had to agree
professional conversations	<ul style="list-style-type: none"> conversations opened on to new opportunities to learn lots of professional dialogue 	<ul style="list-style-type: none"> we started going deeper and deeper
reflections and action	<ul style="list-style-type: none"> we had to ask questions of ourselves there had to be other ways 	<ul style="list-style-type: none"> think about what you've done, think about how you have done it and then reflect on that
improving student outcomes	<ul style="list-style-type: none"> what we wanted for our students students began to talk about their learning, engagement increased 	<ul style="list-style-type: none"> Metacognition, getting children to reflect, give back, share ideas, to take responsibility for their own learning
professional learning	<ul style="list-style-type: none"> PD we have done recently with Ruby Payne (2005) to understand poverty 	<ul style="list-style-type: none"> there were things that I would never have considered doing that now I do
partnerships and networks	<ul style="list-style-type: none"> If it wasn't for IDEAS it would have been difficult to handle our conversations (USQ partnership) 	<ul style="list-style-type: none"> Before IDEAS (USQ partnership)
shared meaning making	<ul style="list-style-type: none"> the conversations throughout the day reflected our purpose for being teachers 	<ul style="list-style-type: none"> we did not...have a shared language It's a shared language and we are not alone in our understandings
moral positioning	<ul style="list-style-type: none"> constructive, no blame way consequences for actions that don't fit with our values or beliefs 	<ul style="list-style-type: none"> there is no blame attached.
value-adding to the whole	<ul style="list-style-type: none"> constantly looking at the "bigger picture" 	<ul style="list-style-type: none"> able to add value
rigorous investigation	<ul style="list-style-type: none"> our data academically is driving us 	<ul style="list-style-type: none"> rubrics more for self-evaluation and self-improvement
removing barriers	<ul style="list-style-type: none"> my Somali boy did not relate to the class texts...so I found one with monkeys in... 	<ul style="list-style-type: none"> freedom to try new things
high yield teaching	<ul style="list-style-type: none"> new ideas embraced and accepted assessment of learning, for learning 	<ul style="list-style-type: none"> cooperative learning metacognitive process that I use and

strategies	<ul style="list-style-type: none"> • make connections 	encourage my kids to use
pride in school	<ul style="list-style-type: none"> • everyone taking pride in our school. 	<ul style="list-style-type: none"> • KITES pedagogy just seemed meant to be and we love it!
celebrating successes	<ul style="list-style-type: none"> • kids share their excitements and we celebrate success • the class throne... wearing a crown 	<ul style="list-style-type: none"> • celebrate small gains in many ways • students identify peer achievements

3-D.P harmonies

Captured in a brief online description by SRM Guitar (2008) is an account of what it means to be a jazz musician. This description resonates with the complex concept of the new professional, as he not only described the art and craft of his music but inadvertently described the art and craft of a high-functioning school team and in particular the work of the 3-D.P teacher-professional.

Firstly, the role of the metastrategic leader in the development of 3-D.P professionals is one of building capacity and harnessing the gifts and talents of all staff, even those who may be a little out of tune, “commonly using notes out of key to advantage” (SRM Guitar, 2008, n.p.). Of course essential to this role is also that of seeking out and providing opportunities to perform.

Secondly, at the individual musician level a multitude of integrated knowledge and skills come into play. These are firmly grounded in authoritative understandings of a musician’s craft and the ‘what’ of jazz: the placement of beats, 7th chord progressions, and differing progressions according to styles such as bossa nova, blues, bebop, or swing. Jazz musicians then work within a style and enhance it with ‘freeform soloing’ demonstrating both technical and creative mastery and practising deeply engaged collaborative-individualism.

Generally musical compositions, no matter what their genre and style, adhere to well-practiced, tried and true formulas. Different genres, such as jazz, require specialist understandings. Similarly, the 3-D.P professional bases their knowledge and practice on well-known authoritative pedagogies that underpin quality teaching such as discipline based knowledges, co-operative learning strategies (Slavin, 2009), explicit teaching methods, or the use of cognitive taxonomies (Anderson & Krathwhol, 2001; Biggs & Collis, 1982). Throughout their careers teachers acquire a repertoire of authoritative understandings from multiple sources including teacher training, professional development and personal exploration.

To play in sync with fellow band members the jazz musician must also adhere to a specific style. The 3-D.P professional must also be in tune with those he is playing with, so if the schoolwide pedagogy (style) is based on authoritative frameworks such as the Art and Science of Teaching (Marzano, 2007), the 16 Elements of Explicit Instruction (Archer & Hughes, 2011), or preferably, a contextually developed schoolwide pedagogy synthesised from various authoritative understandings and tailored to specific student and community need, then the 3-D.P professional works

within these parameters, learning the accepted style and enhancing it with personal pedagogical insights, experience and strengths. This 'freeform soloing' is the 3-D.P professional in action, improvising and synthesising personal pedagogical strengths, with schoolwide pedagogical foundations and authoritative knowledge.

"Soloing and what an artist makes of a song is more defining than the melody and chords themselves" (SRM Guitar, 2008, n.p.), as is the practice of the new professional whose ability to connect with students, inspire students, ensure positive outcomes and the ability to harmonise with others is individual style more than close adherence to an official curriculum, an authoritative pedagogical framework, a vision statement, standard or mandated expectation. It is through commitment and the ability to comprehend and respond as a collaborative-individual that the 3-D.P professional is then able to add value through micro-pedagogical deepening – 'freeform soloing' at its best.

Conclusion

Alignment of schoolwide practices must underpin the norms and assumptions of school culture and whether or not this alignment has been attained can be ascertained by conscious analysis of the daily 'the language-in-use'. For neo-pedagogical practice to emerge (a teacher's deep understanding of contextualised practice) a new way of leading and working is required. Collaborative-individualism, a major component of 3-D.P practice, must be embraced by the school principal who must also build the capacity of teacher leaders, with parallel leadership being the new way of working. The school principal becomes the guardian of alignment, the conduit for broadening school/community relationships and, in partnership with teacher leaders, 'the enabler' of neo-pedagogical practice.

The new teacher professional (3-D.P professional) adds value to the whole by utilising their school's schoolwide pedagogical framework as a style guide and enabling them to make informed decisions. Schoolwide priorities and student needs are carefully analysed according to data before selecting learning and teaching strategies, choosing resources, identifying and accessing intervention and support, aligning behaviour expectations, interacting with community, determining individual and collective professional development needs or planning future direction.

Teachers demonstrating the characteristics of the 'new professionalism' or 3-D pedagogue reflect deeply on practice, use data to plan according to individual student needs, lead as required, share their strengths and maximise outcomes for students and colleagues. They are the advocates of school culture and assist in the building and maintaining of trust. Working as collaborative individuals, they ensure parts harmonise for the good of the whole thus providing multiple opportunities for student success. With moral purpose as a driver and by prioritising shared commitment and support, schools become meaningful workplaces and hubs of

learning, rigorous reflection and micro-pedagogical deepening where the 3-D.P professional – the new professional – can emerge and thrive.

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